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ABSTRACT

GRADES OR AGES: Grade 7. SUBJECT MATTER: Social studies; Europe and the Soviet Union. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three subunits--physical geography, early history, and social development. The central portion of each subunit is laid out in three columns, one each for topics, activities, and materials. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives for each subunit are listed on the first page of the subunit. Activities are listed in the second column of the central portion. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each subunit. Each group of materials is related to one or more activities in the second column. In addition, five pages of appendixes at the end of the guide list suggested audiovisual materials. STUDENT ASSESSMENT: A one-page section in each subunit entitled "Evaluation" lists ideas students should understand and skills they should possess by the end of the subunit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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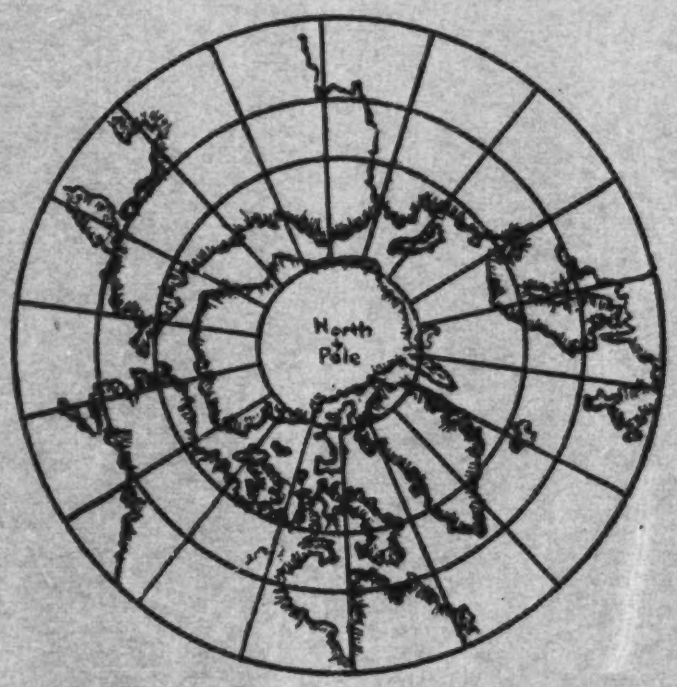
UNIT III. THE WESTERN EUROPEAN AND SOVIET CULTURE REGIONS



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

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SECTION I. PHYSICAL CHARACTERISTICS OF THE WESTERN EUROPEAN AND THE SOVIET CULTURE REGIONS

SUGGESTED TIME: 4-5 WEEKS

A. MAJOR UNDERSTANDINGS

1. The students should realize that the physical characteristics of Western Europe and the Soviet Culture Regions have had an influence on the living conditions, population distribution, and occupations of the people.

2. The students should also become aware that the people of Western Europe and the "Soviet" have in many ways modified and changed their physical environment. We might say that the original landscape has been modified here as much as anywhere in the world.

B. OTHER UNDERSTANDINGS

It is the specific aim of this section to develop an understanding of the following:

1. Western Europe and the "Soviet" lie mainly in the middle latitudes.

2. Western Europe and the "Soviet" have a variety of landforms.

3. There are a variety of climatic patterns in Western Europe and the "Soviet".

4. Western Europe and the "Soviet" experience marked seasonal changes.

5. Because of its northern position and its eastern and south-eastern distances from the oceans, the Soviet Union experiences severe winters. However, most of the populated areas of the U.S.S.R. lie about as far north as those of Europe.

6. Western Europe's agricultural output is varied.

7. The Soviet Union contains much rich soil, but a great deal of this huge territory is not suitable for agriculture.

OTHER UNDERSTANDINGS (con't)

8. No physical barrier separates the "Soviet" and Western Europe but they are separated by a differing cultural heritage.

9. The extensive, inexpensive, and easily accessible communication and transportation patterns of Western Europe have served as a source of cultural unity. However, these systems were built with great expense and much hard work.

10. Population distribution in Western Europe and the "Soviet" has been influenced by climate, topography, and natural resources.

C. VOCABULARY

canal
coastal plains
communism
continent
cosmopolitan
density
Eurasia
fiord
firth
Iron Curtain
megalopolis
Meseta
metropolitan
nationalism
peninsula
polder
steppe
suburban
taiga
tundra
urban

D. DEVELOPMENT OF UNIT

PHYSICAL FEATURES

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are Western Europe and the "Soviet"? Where are they located?	Refer to the definition of culture regions given in Resource Unit I, page 5, Western Europe and the "Soviet" are culture regions. What "recognizable degree of cohesion" does each region have? Use the wall map to review the location of Western Europe and the "Soviet". What are the cultural boundaries of Western Europe? The "Soviet"? Note that Western Europe consists of those countries west of the iron curtain or those countries free from communist influence. The term "iron curtain" originated with Winston Churchill. Have several students give a special report on Winston Churchill and his "Sinews of Peace" speech in which he introduced the term iron curtain to the American people - and the world. Class discussion - What is the meaning of the term iron curtian? Is it an appropriate term? Why or why not? Remember that Churchill made this speech in 1946. Few others felt as Churchill did about the menance of Communism. Why? Note the boundaries of the iron curtain given by Churchill - "From Stettin in the Baltic to Trieste in the Adriatic..." Find these on the map. How has the region changed? What does it look like today?	Resource Unit I p. 5 Wall Maps Library Books Encyclopedia Rand McNally: World Atlas Rand McNally: Classroom Atlas Scholastic Press: Western Europe pp.110,129 (m) Almanac Allyn & Bacon: Soviet Union pp. 18,64 (m) Transparencies: TRSS-38-2 Europe TRSS-38-3 Eastern Europe TRSS-38-4 Western Europe TRSS-38-18 U.S.S.R. TRSS-38-20 Asia (All Political)

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The composition of Europe has changed greatly throughout the years due to the various wars which have been fought there. Examine maps of Europe in 1914, 1939, and 1945. Note the changes which have occurred. What is the significance of each of the above dates? Note that by 1945 communism had spread into Eastern Europe which together with the U.S.S.R. comprise the area we will refer to as the Soviet Culture Region. Refer back to the characteristics of Western Europe and the "Soviet". Note that the history of Eastern Europe and the Soviet Union has been interrelated though often non-voluntarily. Thus it would seem likely that Eastern Europe would align with the Communist Bloc. Make maps showing the composition of Euroep in 1914, 1939, and 1945. When we speak of the Soviet Culture Region we are referring to a culture region which occupies a huge mass of land spaning two continents. Class discussion. What is a continent? On a world map have a student point out and name the various continents. Where is the division between Europe and Asia? Since there is little physical barrier between the two, physical geographers refer to this area as Eurasia and consider it as one continent. If we divided the area culturally there would be a cultural division between the Soviet Culture Region and Western Europe.	

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	There are many ways in which Western Europe can be divided into regions. If we use directional notations we may speak of Northern Europe, Western Europe, Southern Europe, Central Europe. On a map, point out the countries included in each section. We may also speak of the Scandanavian countries as being a part of the Baltic region or the Italian peninsula as part of the Mediterranean area. Using the map group the countries of Western Europe in this way. Point out that these groupings may overlap and that individual countries have their own regional divisions. An area may be divided politically as well as geographically. Make a map showing the present political divisions of Western Europe and the "Soviet". Note that in the small area of Western Europe there are many political units. Find the area of Western Europe and the "Soviet" and compare. Point out that such places as Latvia, Lithuania, and Estonia are now a part of the U.S.S.R. Thus the number of political units in the "Soviet" is much less than the number found in Western Europe although its area is much larger. Make a chart or a graph showing the area of the individual political units of the two culture regions and giving the total area of each region.	

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	In Europe the countries have been grouped together in various ways. What are some of the terms that are used? Included should be Scandanavia, Iberian Peninsula, British Isles, Benelux or Low Countries, Alpine Countries. Divide the class into several groups tofind out what countries are included in each division. Each group should also consider the following questions: What kind of division is this - geographical, cultural, political? What significance does the name of the area have? What relation - physically and culturally - does each section have to the rest of Europe? Maps could be made in which Europe is divided into these various sections. The map of the Soviet Union has also changed greatly through the years. From a small area around Moscow the Soviet Union spread to the east, west, and south. The U.S.S.R. today consists of 15 republics representing 15 nationalities. Make maps showing the expansion of the U.S.S.R. from 1917-1947. Make a map showing the Soviet culture region. The class should understand that the countries of Eastern Europe are politically independent of the U.S.S.R. although they are controlled by their various Communist Parties. The Soviet Socialist Republics, however, are a part of the Soviet Union, although some of these were once independent states. Have the class identify some of these formerly independent areas.	Ginn: Eurasia (Selected Pages)

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion - What is nationalism? Do cultural boundaries coincide with national boundaries? What problems does this present? Note the diversities of national groupings in U.S.S.R. How might this be a problem?	
What are the outstanding physical and topographical features of Western Europe and the "Soviet"?	As an introductory activity some time might be spent perusing pictures of the Western Europe and Soviet Culture Regions. How has man modified the landscape? What changes has he made as a result of his technological knowledge? Using the Classroom Atlas and wall map identify such features as mountains, rivers, deserts, lakes, plains, plateaus, highlands, and the like. The class might then be divided into 3 groups to do research and report on the major physical features of Western Europe, Eastern Europe and the Soviet Union. One person from each group might point out the major physical features to the class. Each group might prepare a map of its area which would show elevation, landforms and water bodies. Each group might prepare charts and bar graphs giving statistical information on the mountains and rivers of each area. To be considered would be the elevation of the various mountains, availability or lack of passes, location. The length, navigable distance, mouth, and source of the various rivers would also be considered.	Wall map Rand McNally: Classroom Atlas Transparancies: Title II-TRSS-45-D Asia Title II - TRS-45-f Europe Ginn: Eurasia pp. 37-38;42;55;57;65;74-75;84;91-93;113-114;144-145;153;162;175;178;184;188-9;193-194;213-14;220;231-232;239-241;244;246;241-252;280;283-284 Prentice-Hall: Soviet Union and Eastern Europe pp. 1-2;7;9;26-7;42-48 Scott Foresman: Beyond the Americas pp. 37(m) 42-43;73-75;127(m);133 Allyn & Bacon: Soviet Union pp. 7-8;11-12 Ginn: Soviet Union pp. 9-11

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	On a wall map trace the important rivers of each area pointing out the mouth and source of each one. Note that there are many rivers in each region. Class discussion - What problems might occur if a river flows through Western and Eastern Europe? Are there any rivers that flow this way? In what direction do most of the rivers of European U.S.S.R. flow? In what way has this been helpful? In what direction do most of the rivers of Asiatic U.S.S.R. flow? What effect has this had? Prepare a map showing the rivers of the U.S.S.R. and the directions in which they flow. Make a map showing the major canals and the waterbodies they connect in the U.S.S.R. Perhaps a group of students might report on the construction of the Volga-Don Canal and some of the other Canals of the U.S.S.R. How does their size compare with that of the Panama or Suez Canal? How does a canal function? Emphasize the fact that there is a very extensive inland water network in Western Europe. A group could prepare a report on some of the major conals. Make a map showing the location of the major canals of the region and prepare two graphs one listing the canals in order of size for Western Europe and one for the "Soviet". How do the two regions compare in number of canals and in length? Of what importance are the canals to the people of Western Europe and the "Soviet".	Fideler: Soviet Union pp.21-24 Fideler: Europe p. 20 (m) Allyn & Bacon: Eastern Lands pp. 113-114;120(m) 154-155;160-179; 182;185;274 Van Nostrand: World Geography and You pp.232;233-235; 254-256;257; 290-291;340-341; 357-350; 371 Scholastic Press: Soviet Union pp. 5-8 N.E.A.: Other Lands, Other Peoples pp.7-58 (selected pages) Almanac Films: P-9 Picturesque Poland E-208 Eastern Europe - An Introduction Filmstrips: FLF-F-2-a France Geography FLI-I-1-a Italy Geography F2F-F-1-c France Physical Geography SS-R-16-b Russia Rivers and Lakes SS-R-16-c Russia Features in Landscape

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Each of the groups working on the physical features of the three regions might have a few students prepare special reports on the more important rivers, such as the Rhine, Danube, Dnieper, Volga, etc. and canals. These reports would give the importance of these rivers and canals to the region they serve. A special type of waterbody which is found in Norway is the fiord. Introduce the term to the class. Perhaps a student might prepare a special report on the formation of the fiord, with a diagram depicting its formation, and its use. Point out some of the fiords in the Scandanavian Peninsula. At this time it might be interesting for a group of students to prepare a special report on the Netherlands. Much of the country is below sea level. The group could report on the ways in which theDutch have reclaimed the land from the sea and the steps they have taken to protect the land. They should introduce the word Ploder to the class. Diagrams pictures, and maps showing the dikes, sand dunes, and canals they have built could be used to supplement the report. Information on the process of reclamation and the Netherlands in general might be obtained from the Netherlands Information Office, 711 Third Avenue, New York, New York 10017. Class discussion - What are the similarities and differences in the topographical features of Western Europe and the "Soviet"? Which do you think has received the most advantagous natural conditions? Why?	Filmstrips: (con't) SS-S-38-b Soviet Union-Geography SS-T-6-b History of Water Transportation SS-R-16-a Russia-Mountains and Valleys

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do Western Europe and the "Soviet" compare in size and location?	Examine the globe to view the location of both culture regions. Discuss the similarities and differences in location. What implications about climate, agriculture, and ways of living can be made? Note the amount of seacoast each region has. Perhaps a student might find the total number of miles of seacoast each has. Why is much of the seacoast of the Soviet Union of little use? How is the sea a valuable asset to Western Europe? Class discussion - What is the relative location of the U.S. and USSR. What part of the United States is closest to the U.S.S.R? Perhaps a student might prepare a special report on how the Russians came to possess Alaska and what development occurred there under Russian rule. Also included should be information on when and why Alaska was sold. The class might find the total area of each region in square miles. Point out that the area of Lativia, Lithuania, and Estonia has already been included in the area of the Soviet Union. Perhaps a graph could be made for each area with the countries arranged in order of size. Find the largest country of each region. Note the great difference in size between the Soviet Union and France or Spain. Also note the difference in size between the Soviet Union and other countries in the Soviet Culture Region. What implications about influence and control can be drawn from the graph? Is size, necessarily, a prerequsite of power? List and discuss other conditions which contribute to a position of power in the world today.	Scholastic Press: Soviet Union p.7 Almanac Scott Foresman: Beyond the Americas pp.452-457;43;126 Encyclopedia Library Books Ginn: Soviet Union pp. 3-6

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do Western Europe and the Soviet compare in climate, rainfall and vegetation?	Review with the class the terms temperature, climate, and weather. Also review with the class the factors which influence climate. In which latitudes - high, middle, or low - would Western Europe be located? The "Soviet"? What kind of climate might each have? The class might then be divided into 3 groups, one to work on climate, one on rainfall and percipitation, and one on natural vegetation. A class discussion should center around the growing season in each region. Discuss the variations in each region and the effect of a long or short growing season on the agriculture practiced. Make maps showing the various climatic regions in Western Europe and the Soviet. How do the climates compare? Which region has a more severe winter? Why? Which region has a warmer summer? Why? At what point is the "Soviet" closest to the equator? Which of the two regions extends farther north? South? Use the geography book to give a description of the various types of climate found in these regions. Perhaps a special report could be prepared on the North Atlantic Drift, the current which supposedly influences the climate of Western Europe. Why do some geographers disagree with this theory? Compare the climatic maps of Western Europe and the "Soviet" with the world climate map in the Classroom Atlas to find other areas of the world which have similar cilimates.	Transparancies: TRSS-43f Eurasia 1. Rainfall 2. Temperature 3. Population 4. Name Scott Foresman: Beyond the Americas pp.42-45;126-134;136-137 Fideler: Europe With Focus on Germany pp. 27-41; 177-179 Fideler: Soviet Union pp.14-20; 25-33 Scholastic Press: Soviet Union pp. 8-11;12 Prentice Hall: Western Europe pp. 3-5 Prentice Hall: Eastern and Southern Europe pp. 3-7 Ginn: Eurasia pp.9-10;12-13; 32-35;30;84-85; 110-112;125-126; 132-133;160-161; 184-185;216; 241-242;259

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Make a map showing the annual rainfall in the two regions. What does the phrase average annual rainfall mean? What variations in rainfall are found in each region? How do the two areas compare? How do they compare with the rest of the world? Make a map showing the natural vegetation to be found in each region. What differences and similarities do you find? How do the two areas compare with the rest of the world? Several students might give a report on the types of land found in the Soviet Union. Included would be an explanation of the terms tundra, taiga, and steppe. Using the maps the class has made and the maps in the Atlas, what conclusions can be drawn about the amount and type of farming that might be found in each region? Special reports could be assigned on natural phenomena and their effects on man. Topics might include information on volcanoes found in Italy giving information on their location, size, last time they erupted, and amount of damage done. Information might also be given on the former eruption of Mt. Vesuivus which covered the Roman town of Pompeii. Perhaps a student could read and report on the Last Days of Pompeii by Bulwer Lytton.	Van Nostrand: World Geography and You pp. 235-238;339-341;27; 31-37 Ginn: Soviet Union pp. 6-9 Allyn & Bacon: Soviet Union pp. 8-11 Rand McNally: World Atlas pp. 9-17 Rand McNally: Classroom Atlas pp. 15-17 World Almanac Library Books

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Other topics might include: . The great earthquake of Lisbon . The English channel tides Tidal power generation . The North Siberian great meteor . The location of the major Russian rocket bases Climate conditions there Why did Russians develop land rather than oceanic recovery systems? . Incidence of reindeer; leemings Implications . Great St. Bernard Pass . Development of Venice as a great city Why and When . Importance of tourism in selected areas (to bring out climatic - topographical associations) Discuss the ways in which man has attempted to protect himself against natural catastrophes. At this time it might be appropriate for several students to prepare a report on the glacier and how it has influenced the land formation and the physical features of Europe. Emphasize the fact that a variety of climates, rainfall, and natural vegetation exist in both culture regions. Discuss the cultural significance of such diversity.	

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do Western Europe and the "Soviet" compare in population?	Find the population of each of the countries of Western Europe and the "Soviet". Make a bar graph for each region arranged with countries in order of size. Find the total population of each region. Compare the population with the area of each region. How densley populated is each region? What does the term population density denote? Point out that although density suggest even distribution it is obvious that certain areas of each culture region are densley populated while other areas are sparsely populated. Point out the more densley populated areas and discuss reasons for the concentration of population at certain points. Make maps for each of the culture regions showing the distribution of the population. Compare these maps with the various maps you have made previously. Class discussion - What factors influence population distribution? In what ways can man imporve the natural conditions? In what ways have people in Western Europe and the "Soviet" imporved the particular natural conditions of their regions? In what ways have they had to adapt to their natural surroundings? Point out that there is a double process occurring: 1) adaptation of man 2) modification of environment	Almanac Scott Foresman: Beyond the Americas pp. 452-453 N.E.A.: Other Lands, Other Peoples pp. 7-58 (selected pages) Ginn: Eurasia pp. 20-21 Fideler: Soviet Union p. 82(m) Fideler: Europe With Focus on Germany pp.104-105

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Compare the urban-rural population of the two regions. Make a graph showing the percentage of urban and rural population in each country. Find the average of theurban-rural population for each region. What conclusions can be drawn? Why would more people in Western Europe live in urban areas? Which countries in each region have the larger percentage of urban population? What else do you know about these countries that would explain their high degree of urban population? What purposes do urban areas serve?	
What are some of the major cities of Western Europe and the "Soviet"?	Divide the class in 2 groups' and compile a list of the major cities of each region. See Appendix E and F for some of the cities which should be mentioned. Several students from each group might come to the wall map and point out the major cities to the class. Note the location of these cities. What generalizations can you make about the location of a city? How many of these cities are ports? Are they river, sea, or lake ports? What common problem do some of the sea port cities of the Soviet Union have? How has this affected the economic life of the Soviet Union? Point out that no part of Western Europe is very far from the sea. What effect has this had on the economic development of the continent? Make a graph or chart giving the names and population of the 10 largest cities in each region. How do their populations compare? What is the function of each city?	Fideler: Europe with Focus on Germany Chapter 25 Fideler: Soviet Union Chapter 12 Allyn & Bacon: Eastern Lands pp. 163-65;223-31;309-313 Ginn: Eurasia pp. 39-40;45-56;50-53;60-61;67-69;81-82;83;97-97;102-104;123-124;127-128;148-150;151-153;156-158;166-167;171-173;181-183;186-187;190-191;197-199;201-202;217-218;218;220-223;234-235;236-237;244-245;248;254-255;261-263;271-272;272-273;281-282;284.

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	. Education . Manufacturing . Government . Culture . Trade, etc. A large map might be prepared for the bulletin board showing the major urban centers of the "Soviet" and Western Europe. The students should realize that these urban areas extend beyond the actual city into large metropolitan regions. New York City is a good example of a metropolitan area. Discuss the characteristics of a metro-politan region. What is a megalopolis? A suburb? Why would people wish to live in a suburb? Several students might wish to prepare reports on the metro-politan complexes of London, Paris, Rome, Moscow, Vienna, Rome, etc. These reports might give information on their history and importance to the country in which they are located. The reports could be accompanied by maps of the metropolitan regions. Other studentsmight wish to give reports on some of the other cities in Western Europe and the "Soviet".	Scott Foresman: Beyond the Americas pp. 55-57;64-65; 101-103;141;143-4 N.E.A.: Other Lands, Other Peoples pp. 7-58 (selected pages) Film: L-9 Life in Paris Filmstrips: SS-B-14-d British Isles-London FLF-F-2-d France - Paris SS-G-15-a Great Britain - London SS-G=16-d;e Germany - City Life, Berlin FLI-I-;-d Italy-Rome FL-C-1-a thru d Cities of Euroep SS-L-9-f Soviet Union-Four Cities SS-M-12 Miracle of Moscow SS-R-16-e Russia-Cities and High-ways SS-S-38-d Soviet Union-City Life SS-S-39-c,f,h Norway-cities Sweden-cities Denmark-cities

DEVELOPMENT OF UNIT (con't)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the major patterns of transportation and communication in the "Soviet" and Western Europe?	Class discussion - What are the major means of transportation in the "Soviet" and Western Europe? Which method do you think is most important in each region? Maps could be drawn showing the main railroads, roads, and airports of each region. Also examine the maps of rivers and canals for other major transportation routes. How do the regions compare in the number and condition of railroads, roads and airports? Which region has a more efficient transportation system? Why? How does one determine the efficiency of a transportation system? Of what importance is an efficent transportation system? Class discussion - Do you think there is a great deal of communication between the countries of Western Europe? Why? Between the countries of the "Soviet"? Why?	Van Nostrand: World Geography and You Chapter 36 pp. 314-319 Fideler: Soviet Union Chapter 11 Fideler: Europe with Focus on Germany pp.156-162;258-265 Oxford Press: Economic Atlas pp. 16-19 Filmstrips: SS-L-9-e Soviet Union-Transportation and Communication SS-T-6 a,c,d History of Land Transportation History of Air Transportation Communication
What conclusions can be drawn about the physical condition of Western Europe and the "Soviet"?	Through class discussion try to draw conclusions about the similarities and differences in the topographical composition, size, location, population, urban development, and transportation and communication patterns of the two areas. Class discussion- What have you studied in this section which reflects the way in which the environment has influenced man? Man has acted upon the environment?	

E. EVALUATION

1. Can the students identify some of the specific characteristics which make Western Europe and the "Soviet" distinct culture regions?

2. Are the students aware of the origin and significance of the term "iron curtain"?

3. Can the students differentiate between the political and geographical divisions of a region?

4. Can the students locate and identify the outstanding physical and topographical features of Western Europe and the "Soviet"?

5. Are the students familiar with the variety and the types of landforms found in Western Europe and the "Soviet?"

6. Are the students able to locate both of these culture regions in their totality?

7. Can the students identify the types of climate found in Western Europe and the "Soviet" and are they familiar with the factors that influence climate?

8. Are the students familiar with the rainfall patterns of Western Europe and the "Soviet" and are they aware of the importance and influence of these patterns?

9. Can the students identify the types of natural vegetation found in Western Europe and the "Soviet"?

10. Are the students familiar with the patterns of population distribution in Western Europe and the "Soviet"?

11. Are the students able to examine and evaluate the reasons for these patterns of population distribution?

12. Do the students understand the concept of population density and can they utilize it as a means of comparing two areas? Do they understand the limitations involved in utilizing such a figure?

13. Can the students identify and locate the major urban areas of each region and do they understand the importance of location in the development of a city?

14. Are the students familiar with the major patterns of transportation and communication in Western Europe and the "Soviet"?

15. Do the students understand the reasons these various patterns developed?

16. Do the students understand that there is interaction between the people and the environment as well as the environment and the people

17. Can the students compare and contrast the physical characteristics of Western Europe and the "Soviet"?

APPENDIX A

W E S T E R N E U R O P E A N R E G I O N A L N A M E S

ALPINE COUNTRIES	Austria Switzerland	
BENELUX	Belgium Luxembourg Netherlands	
BRITISH ISLANDS	England Ireland North Ireland	Scotland Wales
IBERIAN PENINSULA	Portugal Spain	
LOW COUNTRIES	Belgium Luxembourg Netherlands	
SCANDANAVIAN COUNTRIES	Norway Sweden Denmark	

APPENDIX B

PHYSICAL FEATURES OF WESTERN EUROPE

MOUNTAINS
Alps
Apennines-Italy
Cambrian-Wales
Cantabrian-Spain
Grampians-Scotland
Guandarrama-Spain
Jura-Switzerland
Kjolen-Norway
Pennines-Englad
Pindus-Portugal
Pyrenees-France
Sierra Morena-Spain
Sierra Nevada-Spain

PEAKS
Mt. Blanc-France
Mt. Etna-Italy
Mt. Olympus-Greece
Mt. Vesuvius-Italy

RIVERS
Arno
Danube
Ebro
Garonne
Guadalquivir
Loire
Meuse
Mosel
Po
Rhine
Rhone
Scheldt
Seine
Tagus
Tees
Thames
Tiber
Tweed
Tyne
Weser

SEAS, BAYS, ETC.
Ardriatic Sea
Aegean Sea
Baltic Sea
Bayof Biscay
English Channel
Gulf of Bothnia
Ionian Sea
Mediterranean Sea
North Sea
Norwegian Sea
Strait of Gibralter
Zuider Zee

ISLANDS
Balearic Is.
Corsica
Faeroe Is.
Iceland
Malta
Orkney Is.
Sardinia
Shetland
Sicily

PLAINS, PLATEAUS
Central Plateau-France
Great European Plain
Meseta-Spain
Midland Plain-Englad
Plateau of Brittany-France

APPENDIX C

PHYSICAL FEATURES OF THE SOVIET

MOUNTAINS
Altai
Balkans-Bulgaria
Carpathians-Romania
Caucasus-USSR
Dinaric Alps-Yugoslavia
Hindu Kush
Kolyma Range-USSR
Sayan-USSR
Stanavoi-USSR
Tien Shan
Transylvanian Alps-Romania
Ural-USSR
Yablonoi-USSR

RIVERS
Amu Darya
Amur-USSR
Danube-Europe
Dnieper-USSR
DON-USSR
Dvina-USSR
Elbe-Germany
Lena-USSR
Moskva-USSR
Neva-USSR
Ob Irtysh-USSR
Oder-Germany
Syr Darya
Ural-USSR
Vistula-Poland
Volga-USSR
Yenisey-USSR

SEAS
Aral
Baltic
Bering
Barents
Black
Caspian
East Siberian
Kara
Laptev
Okhotsk
White

LAKES
Aral-USSR
Baikal-USSR
Balkhash-USSR
Ladoga-USSR
Onega-USSR

PLAINS, PLATEAUS
Far Eastern Upland
Khirghiz Steppe
Plain of Turkestan
Siberian Plateau

APPENDIX D

PERCENT OF LAND IN THE WORLD OF EACH TYPE OF VEGETATION

	Tundra & Ice	Taiga	Highlands	Dry Lands	Grass-lands	Middle Latitude Forests	Low Latitude Forests	Med-iterranea
World	16	10	12	18	21	7	15	1
North America	23	21	16	10	12	14	4	
Asia	6	18	21	25	10	7	13	
Europe	4	22	11		19	38		6
The Pacific	7			27	27	7	27	5
South America	15			8	30	2	45	
Africa	5			34	46		14	1
Antarctica	100							

Source: Kohn and Drummond, World Today

APPENDIX E

CITIES OF WESTERN EUROPE

Amsterdam, Netherlands
Antwerp, Belgium
Athens, Greece
Barcelona, Spain
Berlin, West Germany
Belfast, Ireland
Birmingham, United Kingdom
Bremen, West Germany
Brussels, Belgium
Cologne, West Germany
Copenhagen, Denmark
Dortmund, West Germany
Dublin, Ireland
Duisburg, West Germany
Dusseldorf, West Germany
Essen, West Germany
Frankfort, West Germany
Genoa, Italy
Glasgow, Scotland
Hague, Netherlands
Hamburg, West Germany
Hanover, West Germany
Helsinki, Finland
Leeds, United Kingdom
Lisbon, Portugal
Liverpool, United Kingdom
London, United Kingdom
Lyon, France
Madrid, Spain
Manchester, United Kingdom
Marseille, France
Milan, Italy
Munich, West Germany
Naples, Italy
Palermo, Italy
Paris, France
Rome, Italy
Rotterdam, Netherlands
Stockholm, Sweden
Stuttgart, West Germany
Turin, Italy
Valencia, Spain
Vienna, Austria
Zurich, Switzerland

APPENDIX F

CITIES OF THE SOVIET

Alma Ata, USSR
Baku, USSR
Belgrade, Yugoslavia
Berlin, East Germany
Bucharest, Romania
Budapest, Hungary
Chelyabinsk, USSR
Dniepropetrovsk, USSR
Donetsk, USSR
Erevan, USSR
Gorky, USSR
Kazan, USSR
Kiev, USSR
Kuibyshev, USSR
Leningrad, USSR
Leipzig, East Germany
Lodz, Poland
Minsk, USSR
Moscow, USSR
Novosibirsk, USSR
Odessa, USSR
Omsk, USSR
Perm, USSR
Prague, Czechoslovakia
Riga, USSR
Rostov, USSR
Saratov, USSR
Sofia, Bulgaria
Sverdlovsk, USSR
Tashkent, USSR
Tbilisi, USSR
Ufa, USSR
Vologograd, USSR
Voronezk, USSR
Warsaw, Poland
Zaporozke, USSR

SECTION II. THE PEOPLE OF WESTERN EUROPE AND THE SOVIET CULTURE REGION

SUGGESTED TIME: 4-5 WEEKS

A. MAJOR UNDERSTANDINGS

1. The students should understand that a wide variety of people inhabit both the Western European and the Soviet Culture Regions.

2. Political boundaries do not necessarily coincide with national and/or ethnic groupings.

B. OTHER UNDERSTANDINGS

It is the specific aim of this section to develop an understanding of the following:

1. Among the prehistoric peoples of Western Europe are the peoples of La Tene, Hallstatt, and Stonehenge.

2. One of the earliest civilizations to encompass much of the area of present-day Western Europe was that of Rome.

3. At the time of the Roman Empire the culture regions of Western Europe included: the Celtic, Germanic, Roman, and the Greek.

4. The Germanic or Teutonic peoples migrated into many of the present countries of Western Europe.

5. The Union of Soviet Socialist Republics dominates the Soviet Culture Region in a political, ideological, and economic sense.

6. Most of the people of the Soviet Culture Region are of Slavic origins.

7. The Byzantine Empire was influential in the development of "Soviet" culture just as the Roman Empire was influential in the development of Western European culture.

8. A variety of languages are spoken in the USSR by a variety of nationalities.

C. VOCABULARY

anthropologist

archaeologist

artifact

barbarian

Basque

Byzantine

Celtic

civilization

culture

geologist

Hallstatt

Huns

ideological

illiterate

Khazars

La Tene

linguistic

literate

Moors

paleontologist

pre-historic

pre-literate

potsherd

Romance

Russia

Slavic

Slavs

Socialist Republic

Stonehenge

Germanic

Union of Soviet Socialist Republics

Varangians

D. DEVELOPMENT OF UNIT

PEOPLES - WESTERN EUROPE AND SOVIET

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Who were some of the pre-historic peoples in the area of Western Europe?	With the class define the term pre-history. Very simply it is the period of time preceding the keeping of written records. Our planet is about 4.5 billion years old and man has lived on it for 1,750,000 years. The class might make a time line showing the short span of man's existence. Several members of the class might read and report on the section "Early Man" in Global History of Man (pp. 54-57). They should understand that prehistoric time maybe divided into various periods such as the Iron Age, Bronze Age, New Stone Age and several Ice Ages. When, in time, did these periods occur? What does the name of each period signify? Perhaps a large chart or time line might be prepared for the bulletin board showing some of the more important ages of prehistoric time. With the class define the term literate. Those people who lived in prehistoric times were illiterate or pre-literate. Point out that illiterate and pre-literate people are still found in the world today. Class discussion - How do we learn about pre-literate peoples? Discuss the work of a . Physical Anthropologist or paleontologist . Archaeologist . Geologist What types of things would an archaeologist be interested in examining? .Vases, Pottery, Urns . Jewelry . Sculpture and Art . Bones and Skeletons in other words anything with some discernible human association.	Allyn & Bacon: Global History pp. 54-57 Allyn & Bacon: Readings in World History pp. 35-40 Booklet on Prehistoric Peoples of Western Europe

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Discuss and define the terms artifacts and potsherds. Three groups of prehistoric peoples who lived in the area of Western Europe are the people of Hallstatt, La Tene, and Stonehenge. The class could be divided into 3 groups to study and report on these people. In each report the following questions should be answered about the people: . Where were they located? . How technically advanced were they? . During what period did they exist? . Do any remnants of these cultures remain? Where? How? . What caused the decline and almost annihilation of these early peoples? A large map of Western Europe might be prepared for the bulletin board and on it the area of the people of Hallstatt, La Tene, and Stonehenge located. The students might make a chart for their notebooks in which they compare these three groups of people. Categories for the chart might include . Location . Time . Development . Remnants	
At what point and in what manner was the earliest civilization pattern imposed on Western Europe?	Discuss and define the terms civilization and culture. Refer to anthropological Concept #2 and #3 for a definition of culture. A civilization is a recognizable area of human activity and can be located in time and place. Its set of values, traditions, customs, and institutions are arranged in a particular pattern which gives it cohesion and its own peculiar character.	Holt, Rinehart & Winston: Knowing Our Neighbors pp. 151-160

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The earliest civilization which covered much of the area of Western Europe was the civilization of the Roman Empire. The class might do some reading in the various texts to determine the approximate time of the Roman Empire. The students should prepare outline maps showing the extent of the Roman Empire at its height. Into what present-day countries of Europe, Asia, and Northern Africa did it extend? What are some present-day cities of Western Europe that were a part of the Roman Empire? Several students might wish to prepare reports on the history of some of these cities. Several groups of students might prepare a report on Roman civilization. Areas the groups could report on might include: . Government . Agriculture . Trade and Commerce . Colonization . Religion . Technological Advancement . Medical and scientific advancement . Artistic achievement . Contributions In what area(s) did Rome excel? As a culminating activity a chart might be prepared utilizing the above headings with a brief phrase or sentence giving a summary. If some members of the class are of high ability they might wish to read the Aenead and report to the class on the legendary founding of Rome.	Allyn & Bacon: Global History of Man pp.103-105;111-112 Allyn & Bacon: Readings in World History pp. 76-78 Allyn & Bacon: Eastern Lands pp. 90-101 Fideler: Europe With Focus on Germany pp.49-54. Scholastic Press: Western Europe pp.11-16 Merrill: Long Ago in the Old World pp.121-158 Films A-33 Ancient Rome L-218 Life in Ancient Rome Picture Set II-SP-63-A thru H Historical Reconstruction of Rome Filmstrips II-FLL-R-I 1.People of Rome 2. Religions of Rome 3.Roman communities and homes 4.Roman Architecture and art.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion - What purposes do legend serve? Do Americans have "legends"? If so, how are they like or unlike the Roman legends. A time line might be prepared giving the approximate times of the 3 prehistoric groups mentioned, the span of the Roman Empire, and the time of some of the more important barbarian groups.	
At the time of the Roman Empire (100BC-500AD) what distinct culture regions were evident in the area of Western Europe?	As the Roman Empire grew and expanded Romans came into contact with various tribal groups. The Romans referred to these people as barbarians. Have a student find the definition of the word barbarian for the class. Many indigenous peoples were peacefully incorporated into the Roman Empire as well as many German migrants. For this reason the borders became extremely porous areas. A group of students might give a report on the so called "fall of Rome" pointing out that this was a gradual process and therefore the date 476 A.D. has little meaning. In the report would be included the reasons for the end of Rome's power and information on what happened in Western Europe after the unity provided by Rome had disappeared.	Merrill: Long Ago in the Old World Chapters 7;8; 12 and 13 Scholastic Press: Western Europe pp.8-11;33-34; 49;59-60;69;79; 86-87 Allyn & Bacon: Eastern Lands pp.60-83;99;115-116;127-130;149-150;195-196 Fideler: Europe With Focus on Germany pp.46-49;181-182 Allyn & Bacon: Global History pp.100-101;111-112;117-122. Holt, Rinehart & Winston: Knowing Our Neighbors pp.141-151;158-159 Booklet: Primary Sources

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	We could divide Europe into the following culture regions at the time of the Roman Empire (100 B.C. - 300 A.D.) . Celtic - British Isles and Gaul . Teutonic (Germanic)- North of Roman Empire, beyond the Rhine and Danube . Roman - Italy, Cisalpine and Transalpine Gaul, Iberian Peninsula. . Greek - Greece, Sicily, Southern Italy. The students could prepare outline maps of Western Europe showing the probable boundaries of each of these culture regions. The class could be divided into 3 groups (since information on the Romans has already been given) to investigate the three remaining culture regions. Areas to investigate might include: . Government and Organization . Customs and Traditions . Values . Artistic Achievements . Contributions After the reports are given the class should have a discussion on the similarities and differences in the 4 areas they have studied. . In what area(s) did each culture excel? . What tended to unify each group? . Are there any traces of these groupings today? A chart might be prepared with the names of the countries of Western Europe on it and the names of some of the early peoples who lived in each area.	Booklet: Prehistoric People of Western Europe Filmstrips II-SS-A-45 Athens SS-H-28-AthruF History of Ancient Greece

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A map of Europe might be prepared to accompany this chart. On it would be shown the routes of some of the more important Germanic and Celtic tribes. The class can conclude from this exercise that there were a variety of people in Western Europe, that the original inhabitants of each country were varied; that many of the countries had early inhabitants who were of Germanic origins. A student might prepare a special report on the Moors, giving information on who they were, where they migrated from, and how and why they settled in Spain. Show their probable route on a map. Another report might be prepared on the Huns, telling who they were, where they came from, where they settled, and why they came. On a map show the route the Huns followed into Europe. Similiar reports might be given on the Magyars, the Bulgars, and the Norsemen. Several students who are interested might try to find in the English language some of the words of a Germanic, Roman, Greek or Celtic origin. These might be placed on a chart. Another activity these students might pursue is to find a word in English and show how it is spelled and pronounced in German, Latin, Greek. These, too, might be placed on a large chart. To conclude this section the class might have a discussion on the contributions these various groups of people made to Western European culture. For some of the groups this might be difficult, but for the Greeks and Romans this will be easier.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
In the Soviet Culture region which country is donomant? Why?	Through use of the map and class disucssion based on contemporary affairs the class should understand that the USSR dominates the Soviet Culture Region in a political, economic, and ideological sense. Discuss the reasons for the predominance of the USSR. Many of the people who live in the Soviet Culture Region are of Slavic origin. Little is known about the early Slavs and their origin but it is believed that they settled in western Russia and eastern Poland in the forest regions northeast of the Carpathian Mountains. The Slavs can be divided into 3 groups: West Slavs Poles - Poland Czechs, Slovaks - Czechoslavakia East Slavs Russians, Ukranian, Byelorussians - USSR South Slavs Serbs, Croats, Slovenes - Yugoslavia Bulgars - Bulgaria Draw a map showing the migration of the Slavic peoples in the Soviet Culture Region. Though very little is known about the early Slavs, perhaps several students might prepare a report giving some idea of the way the Slavs lived. How does their way of living compare with the Germanic and Celtic peoples?	Scholastic Press Soviet Union pp. 14-16;21-24; p. 69(chart) Ginn: Soviet Union pp.11-24 Fideler: Soviet Union pp. 34-35;68-82 Allyn & Bacon: Soviet Union pp. 12-17 Lippincott: Land and People of Russia Chapter IV Allyn & Bacon: Readings pp. 333-339 Holt, Rinehart & Winston: Knowing Our Neighbors pp.265-268;276-280 Life: Eastern Europe pp.13-14 Life: Russia pp.9-10;15-16 Scholastic Press Eastern Europe See index under Slavs Merrill: Long Ago in the Old World See Index under Slavs Scott Foresman: Beyond the Americas p.141 World Almanac

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The non-Slavic areas of the USSR may be divided into three geographical areas: . European borderlands . Caucasus . Central Asia On an outline map of the USSR place the names of the various republics. Using a legend of some sort group the republics according to the geographical areas mentioned above. Also include the Slavic republics. Three groups of students might prepare reports on the 3 non-Slavic groups of republics. Information might include: . Names of republics . Brief history . Religion . Language . Customs	
What was the importance of the Byzantine Empire in the development of the Soviet Culture Region?	The terms Byzantine and Byzantium refer to the eastern section of the Roman Empire. It eventually became a separate Empire whose chief language was Greek rather than Latin. Byzantium was an ancient Greek city at the entrance to the Bosphorus. Walls were built around the city and in 330 work on this city, which became known as Constantinople, was completed. Through use of the encyclopedia and various library books, several students might be able to prepare a report on Byzantium and the Byzantine Empire telling:	Lippincott: The Land and People of Russia See index under Constantinople Allyn & Bacon: Soviet Union pp. 66-68 Scholastic Press: Soviet Union p. 22 Merrill: Long Ago in the Old World See index under Byzantium Holt, Rinehart & Winston: Knowing Our Neighbors pp.268-274

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	. Why a capit l in the East was necessary? . Why Byzantuim was chosen as the site of this capital? . Who decided to build a new capital? . How Christianity was brought to Constantinople? . When and why the Eastern empire became separate and distinct? The Byzantine Empire had great influence on the early history of Russia because the beginnings of Russian history date back to the centuries when Byzantuim was at its height. Some of the areas in which the Byzantine Empire was influential in Russian development were: . Religion . Art, music, and architecture . Alphabet . Dress and Customs The class might be divided into groups to prepare reports or discussions on each of these areas. Wherever possible it should be shown how the Roman religion, art, music, etc. differed from the Byzantine. Pictures might be collected to illustrate some of these differences. The Greeks gave the "Cyrillic" alphabet to the Russians. Why is this alphabet so named? A student might print this alphabet on a chart so the class can get some idea of how it compared with the Latin Alphabet.	Encyclopedia Library Books Filmstrip A-S-3-A Byzantine and Romantic Art

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the linguistic patterns of Western Europe and the "Soviet"?	Examine the language map of the world in the Classroom Atlas. There are three major groups of languages spoken in the "Soviet" and Western European culture regions. These are Romance, Germanic and Slavic. Name the various countries which speak Romance, Germanic and Slavic languages. Note that most of the languages spoken in Western Europe are of Germanic or Romance origin. Why is this true? To what other areas have the Germanic and Romance tongues spread? Why? Which countries speak a Slavic language? Why? There are other languages spoken in both culture regions. Among the more important of these are Basque, Illyrian, Finnish, Ugrian, Hungarian (Magyar), Armenian, Georgian, and Lithuanian. Locate the areas where each of these languages is spoken. Notice that the Finnish language differs from the Scandinavian languages which are Germanic in origin. This would indicate that the people of Norway, Sweden, and Denmark have similar backgrounds and customs while the people of Finalnd are somewhat distinctive. A student report on this subject and the reasons for the differences would be helpful. A special report could be prepared on the Basques telling as much as possible about their origins, customs, and beliefs. Also report on any current conflicts or problems between the Basques and the Spanish government. Class discussion-Why would a group such as the Basques, who have their own language and traditions, be considered a danger in a country such as Spain?	Rand McNally: Classroom Atlas Almanac Scholastic Press Western Europe See index under Languages Allyn & Bacon: Soviet Union pp. 12-14;22-23; 63 Ginn: Soviet Union pp. 11-18 Films P-41 Paris: City and People G-19 Great Britain: Rock of Gibralter II(67)-U-211 United Kingdom of Great Britain C-19 Children of Switzerland P-212 Peace Loving Switzerland P-217 People of Spain B-303 British Isles-Land and People

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Would it be considered a danger in the United States? Give reasons for your answer. Do we have any such groups? Name some. Class discussion-Why have certain languages and particularly the German, spread to many parts of the world while other languages, such as Basque, remained confined to a small area? A student might compile some statistics indicating the languages most widely spoken in the world. What are some of the languages least spoken? The class might attempt to interpret these figures and tell why this is true. A group of students might prepare a report on the languages of the USSR. Although Russian is the national language and is taught in all the schools many of the republics, since they are based on ethnic groupings, have their own language. Many of these languages are of Slavic derivation and are similar but the Non-Slavic groups speak very different languages. The group might prepare a map showing the USSR, its republics, and the language spoken in each. What percentage of the population speak a Slavic tongue? Why are common language and similar customs necessary for the creation of a strong nation? Point out that the United States is a country of many languages also. In what other ways are the United States and USSR similar Mention might be made of . Land Base . Frontier . Abundance . People . Natural Resources . Multiple-nationalities.	Filmstrips II(67)-N-20-A Soviet Union: Country and People II(67)-N-20-B Food and Clothing II(67)-N-20-C Housing SS-S-39-1-D Land and People of Sweden

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Note, however, that in the United States, after the second or third generation, a people usually adopts the English language and American customs. Also each state is a mixture of many nationalities while in the USSR each republic is based on a separate ethnic group.	
What are the present political entities of Western Europe and the Soviet?	Using the Classroom Atlas and wall maps each member of the class could make 2 maps or charts, one for each Culture Region, giving the names of the political units of each area. Compare the political divisions with the linguistic groupings. Are they the same? Why not? Class discussion-Do political divisions necessarily coincide with cultural divisions? Why not? Class discussion-In what ways do political divisions limit cultural diffusion?	Rand McNally: Classroom Atlas Wall Map

E. EVALUATION

1. Are the students familiar with the groups of prehistoric peoples who lived in Western Europe?

2. Can the students locate the historical time and place of each of these peoples?

3. Are the students familiar with some of the differences and similarities of these prehistoric peoples?

4. Are the students familiar with the more outstanding achievements and contributions made by the Romans?

5. Can the students identify and locate the peoples who existed contemporaneously with the Romans and can they make a comparative analysis of these peoples?

6. Are the students familiar with the early peoples of the USSR and can they locate them in time and place?

7. Are the students familiar with the early groups of people who populated Western Europe and the Soviet Culture Region?

8. Can the students identify the Byzantine Empire and are they familiar with the influence it has had on the development of Soviet Culture?

9. Are the students familiar with the linguistic patterns of the Western European and the Soviet Culture Regions and do they realize the significance of these?

10. Do the students have an acquaintance with the political divisions of the Western European and Soviet Culture Regions and do they understand that these do not necessarily coincide with the linguistic divisions?

APPENDIX A

EARLY PEOPLES - WESTERN EUROPE

France	Norsemen Romans Celts	Visigoths Franks Burgundians	Germanic
Italy	Norsemen Roman Greek	Ostrogoths Lombards	Germanic
Spain Portugal	Romans Carthaginians Celts Moors	Vandals Visigoths	Germanic
Germany	Slavs	Visigoths Angles Saxons Franks	Germanic
Holland Belgium	Celtic, Germanic		
Scandanavia	Germanic		
Austria	Germanic		
Switzerland	Celtic, Germanic, Roman		
Britain	Celts Romans	Angles Saxons Jutes Normans	Germanic

APPENDIX B

EARLY PEOPLES OF THE SOVIET CULTURE REGION

Albania	Illyrian
Bulgaria	Slavs, Huns
Czechoslovakia	Slavic
Hungary	Magyars
Poland	Slavic
Rumania	Romanic, Germanic, Slavic, Magyar, Vlach
USSR	Slavic, Mongolic, and others
Yugoslavia	Slavic, Vlach

APPENDIX C

MAIN LANGUAGES OF COUNTRIES IN THE WESTERN EUROPEAN CULTURE REGION

Austria	German
Belguim	Flemish (Dutch), French(Walloon)
Denmark	Danish
Finland	Finnish, Swedish
France	French
Germany	German
Iceland	Icelandic (Scandanavian)
Republic of Ireland	Gaelic, English
Italy	Italian, German, French
Netherlands	Dutch (Germanic)
Portugal	Portuguese
Spain	Spanish, Catalan, Basque, Galecian
Sweden	Swedish
Switzerland	French, German, Italian Ro...
United Kingdom	English , Welsh

APPENDIX D

MAIN LANGUAGES OF COUNTRIES IN THE SOVIET CULTURE REGION

Albania	Albanian
Bulgaria	Bulgarian (Slavic)
Czechoslovakia	Czech, Slovak (both are Slavic)
Hungary	Magyar, German, French, Russian
Poland	Polish
Rumania	Rumanian (Romance)
USSR	Russian and many others
Yugoslavia	Serbo-Croatian, Slovenian

SECTION III. SOCIAL DEVELOPMENT

SUGGESTED TIME: 4-5WEEKS

A. MAJOR UNDERSTANDINGS

1. The students should understand that the levels of education, living standards, health conditions, and other aspects of social development in Western Europe are among the highest in the world.

2. The students should also understand that the U.S.S.R. enjoys a high degree of social development but that a variety in the degree of development exists in both the Western European and the Soviet Culture Regions.

3. The students should understand that the elements of social development such as health conditions, living standards, education, and the like are interrelated and interdependent.

B. OTHER UNDERSTANDINGS

It is the specific aim of this section to develop an understanding of the following:

1. The standard of living in Western Europe is among the highest in the world, but it is not uniform throughout the region.

2. Under Communism the USSR has achieved a fairly high living standard and the other countries of the Soviet Culture Region are making great advances in social development.

3. Health problems in Western Europe and the "Soviet" have been brought under control through medical research.

4. Health conditions and welfare of citizens in the Soviet Culture Region are under government control.

5. While both Western Europe and the "Soviet" have a Christian tradition a variety of religious patterns exist in each region.

6. The educational systems of Western Europe are varied and are among the best in the world.

7. As of the 1960's the educational systems of the Soviet Culture Region have aimed primarily at developing technically skilled individuals.

8. Well developed transportation and communication systems have contributed to the high level of social development in Western Europe and to a lesser degree in the Soviet Culture Region.

9. Many forms of the fine arts are found in Western Europe and the Soviet Culture Region.

C. VOCABULARY

atheist
John Calvin
capital goods
consumer
indoctrination
life span
literacy
Martin Luther
luxury
necessity
Orthodox Christian
Papacy
patriarch
planned economy
propaganda
Protestant
Reformation
Roman Catholic
Russian Orthodox
standard of living
Vatican City
Huldreich Zwingli

D. DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is social development?	Review this term with the class. Also review the areas to be studied under social development. Which culture region, the Soviet or Western Europe do you think is most socially advanced? Why? In which areas do you think the Soviet culture region excels? The Western European culture region? What are some impediments to social development? . Lack of capital . Poor education . Lack of skilled workers . Lack of natural resources . Lack of technological advancement.	
What is the standard of living in the "Soviet" and Western Europe?	Begin with a class discussion of the term "standard of living". (The amount and kinds of goods a person consumes or the level of living a person or family maintains). Class discussion - how is the standard of living of a country ascertained? A family's standard of living is measured by the number of necessities, comforts and luxuries it can afford. Typical questions to determine one's standard of living in the United States are: . Does the family own its own home? . Does the family own an automobile? Old or new model? . Does the family own any electrical appliances such as a refrigerator or a washing machine? . Can the family afford to spend its vacation taking a trip or living at a resort? . Can the family afford a college education for its children?	Scholastic Press: Soviet Union pp. 86-88 (charts included). Allyn & Bacon: Soviet Union pp. 43-44 Scott Foresman: Western Europe pp. 15-16 Scott Foresman: The Soviet Union pp. 18;42(charts) pp. 43-44 Fideler: Soviet Union pp.116-117 Scott Foresman: Beyond the Americas pp.458-460;470-471 Appendix A Almanac

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	. Can the family afford luxuries such as diamonds and furs? . Does the family have life and health insurances? Other savings? . Are the members of the family healthy and do they have a long life expectancy? . Is the family literate? Hold a class discussion about the difficulties one would encounter in comparing the standards of living in two different culture regions. Point out that "standard of living" is a rather relative term and that what is considered a luxury in one region may be considered a necessity in another region. In other works what one considers a high or low standard of living is determine largely by one's culture. Have the students read in their various texts to determine how high the standard of living is in the USSR and Western Europe. How do the standards of living in both regions compare with that in the United States? The students should understand that only the United States and Canada have a higher standard than Western Europe and that among the countries of Western Europe there are wide differences in living standards. One way of comparing living standards is to examine the amount of time one must work to purchase articles of food and clothing. Several students might prepare a chart on this and interpret its meaning for the class. It would also be interesting to examine the percentage of an average family's income spent on necessities and luxuries.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A comparison between the distribution of the world's income and of the world's population could be made. Two circle graphs could be prepared showing the percentange of population and income various areas have. What conclusions about standard of living can be made from these charts? Another chart might be made to show average annual income in countries of Western Europe and the Soviet. How do the 2 areas compare? The class should understand that the major emphasis of Soviet industry has been in producing "capital goods" - dams, steel mills, factories, etc. - and not in producing consumer goods such as refrigerators, irons, automobiles, etc. What is the reason for this? A group could plan and prepare a chart showing the number of people per telephone, radio, and automobile in Western Europe, Eastern Europe, USSR and U.S. What conclusions can be drawn from this chart? Class discussion - What effect does the high standard of living of an area have on the society? . Increases general health and life span. . Increases amount of leisure time. . Increases technological advancement and industrial output, etc. . Increases economic demand for goods.	

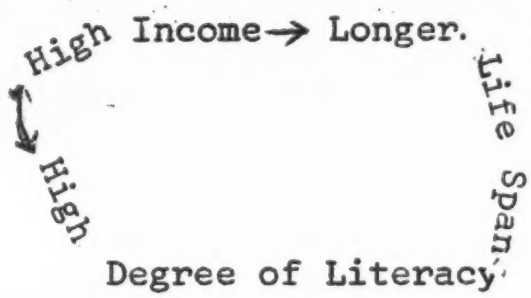
QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do the "Soviet" and Western Europe compare in the health and welfare of their citizens?	The students should read in the various books to get an idea of the kinds of health problems existing in Western Europe and the "Soviet". Class discussion - how do the health problems and conditions of Western Europe and the "Soviet" compare? How do both regions compare with Southeast Asia? United States? A report could be prepared by several students on the type of medical welfare provided in the USSR. The group could also find out what countries in Western Europe provide medical welfare for their citizens. How do the systems in the USSR and these countries compare? One way of getting a good idea of the type of health services a country enjoys is to examine statistics on the number of people per doctor and per hospital bed. What do these figures tell us? How do the health services in Eastern Europe compare with those in Western Europe? Why do Sweden and Finalnd have many people per doctor? Why does Spain? Examine the figures on the life span of the people. Be sure the students understand the meaning of the term. On the average the life spans in these 2 areas are fairly high. Why is this true? As a means of comparison examine the life span of people in Southeast Asia, Africa, and Latin America. Determine the reason for short life-spans in these countries. Why do women have a longer life-span than men? Draw a large chart for the bulletin board grouping the countries under the headings Western Europe and the Soviet and giving	Ginn: Soviet Union pp.77-78 Scholastic Press: Soviet Union pp. 97-99 Scott, Foresman: Beyond the Americas pp.49-50;470-474 Holt, Rinehart & Winston: Knowing Our Neighbors p.215 Almanac Library Books Encyclopedia

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	statistics on the people per hospital bed, per doctor, and the life span. Also put in statistics on the U.S. to show how these areas compare with our own country. Have a debate on the question should the government provide for the medical welfare of its people?	
What religious patterns are found in Western Europe and the "Soviet"?	Examine the map on religions in the Classroom Atlas or in Goode's World Atlas to determine the dominant religions in each culture region. Note that basically each area is Christian. Discuss the word Christian with the class pointing out that there are many Christian sects. What are the predominant Christian sects in Western Eurcpe? "Soviet"? What other religious groups are found in these 2 regions? With the class and the use of the wall map trace the development of present-day religious configurations in the Western European and Soviet Culture Regions. Several transparencies (TRSS-56-C: Origins and Spread of Religion in Europe and Asia and TRSS-56-CC: Religious Division of Europe about 1550) would probably be helpful here. A group of students might do research to discover why these various Christian sects exist and when and why these different sects originated. The students should become familiar with the term Reformation, the period in which it occurred, and some of the important personalities associated with the period. Among these would be Luther, Calvin, and Zwingli. The group might prepare a map showing the area in which each of these men worked.	Rand McNally: Classroom Atlas Time, Inc.: Russia See Index under: Orthodox Church Religious Life Time, Inc.: Eastern Europe See index under various countrie Scholastic Press Soviet Union pp. 22-23;101-10 Scholastic Press Eastern Europe See index under religions Scholastic Press Western Europe pp. 20-22;24-26; 49-51;71. See also Reformation

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Several students might prepare a report on the Anglican Church of England telling when and why it emerged and who is its head. The students should realize that the Anglican Church developed in the context of its country and thus became an English Church as opposed to a Catholic (international) Church. Another group might wish to prepare a report on the Eastern or Orthodox Church which is the predominant religious affiliation in Eastern Europe. The report should tell what the Orthodox Church is, how it differs from Roman Catholicism and Protestantism and when and why it was formed. Also included in this report should be information on the religious diversity of Eastern Europe giving information on the various religious minorities in the area. A group might prepare a report on religion in the USSR. What is the Marxian view on religion? What have the Russian Communists done about religion? Prepare a chart for the bulletin board showing the number of Churches functioning in the USSR today. Included in the report should be information on the various religious groups in the USSR: Christian .Orthodox .Seventh Day Adventist .Baptist .Lutheran Muslim Jew A report might be prepared on the early religions of the USSR telling how Christianity came into the area and the influence religion had on the people at that time.	Allyn & Bacon: Soviet Union pp. 66-69 Holt, Rinehart & Winston: In the Eastern Hemisphere pp.159-160;166-171;178-180;267-270;274-277;336-337. Merrill: Long Ago in the Old World pp.150-158;181-183;197-210;216;269-279;332-337 Fideler: Europe With Focus on Germany See index under: Christianity Crusades Islam Jesuits Jews Luther Religion Fideler: Soviet Union See index under Religion Allyn & Bacon: Readings in World History pp.82-85;91-94;113-117;399-404 Allyn & Bacon: Eastern Lands pp.99-101;124-127;127;130-132;139-142;200-202 Allyn & Bacon: Global History of Man pp.104-105;113-114;131-132

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion on the question - Why did the Communists have to allow religious functions to be held again in the USSR? A group could prepare a report on the place of religion in the Western European culture region today. To show the importance of religion in this area the group would have to give information on the rise of Christianity and the influence it has exerted in the past also. A report might be prepared on Vatican City which is the home of the Papacy. It is also an independent country located in Rome. In the report tell why this is so. Information should be given on the influence the Papacy has exerted in the political history of Italy. It should be brought out through a student report or through the teacher that after the defeat of Rome by the barbarians, Christianity was the unifying force in Western Europe. Once the various states began to emerge Christianity changed. If the country remained predominately Catholic the Church took on a national flavor as in France; or a new protestant religion might emerge as it did in England. The students might discuss or debate the question of state supported religion. What are its advantages? Disadvantages? Where in the Western European or Soviet Culture Region are there countries which have an official religion? A debate might be prepared on the issue - There is religious toleration in Western Europe today. It should first be established with the class just what is meant by religious tolerance.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A report should also be prepared on the Nazi Regime and its treatment of the German Jews in the 1930's and 1940's. Why did the Nazies persecute the Jews? How did they punish the Jews? Several students might read and report on the Diary of Anne Frank or John Hersey's, The Wall. Also a comparison could be drawn between the pre- World War II Jewish population and the post-World War II Jewish population in Germany. A group should investigate and report on the ecumencial movement of the 1960's. What are its purposes? Have there been any positive results? How might this movement be beneficial to all mankind?	
How do Western Europe and the "Soviet" compare in their level of education?	Have the class define the term literacy. What does a high degree of literacy indicate? A low degree of literacy? Find the degree of literacy in the countries of Western Europe and the "Soviet". How do they compare with each other? With Latin America, Africa, Southeast Asia, and the U.S.? What conclusions can be drawn about the educational systems of Western Europe and the "Soviet"? Review the charts already made on annual income and life span. How do these correlate with the figures on literacy? What does this correlation suggest? Point out that these three factors are interrelated. If one is present the others usually are also.	Fideler: Europe with Focus on Germany pp.110-111;276-283 Fideler: Soviet Union pp.160-168 Scholastic Press: Soviet Union pp. 116-119 Scholastic Press: Eastern Europe See index under Education Ginn: Soviet Union pp.81-87

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	 Several students might prepare a chart showing the age limits for compulsory education in the various countries of each culture region. How do the 2 areas compare with the U.S.? A panel discussion might be prepared on the merits and necessity of compulsory education for all. What beliefs cause a society to wish to educate all its citizens? Take as examples the U.S.S.R. and the U.S. To bring out the point that the type of education a society sponsors is in keeping with its philosophy the students might read some primary source material on Greek and Roman education. Medieval and Modern European education, the Western European University, and the like. Discussion should follow on how each type of education fulfilled the objectives of its society. A comparison between present day Western European education and American education should be drawn. What are the similarities? Differences? Why do these similarities and differences exist? Several groups of students might prepare reports on education in the "Soviet" and Western Europe. A comparison should be drawn between the various systems of education and the purposes of each. Also information should be	Allyn & Bacon: Readings pp. 386-393 Scott Foresman: Beyond the Americas pp. 470-474 N.E.A: Other Lands, Other Peoples pp.7-58 (selected pages) Encyclopedia Almanac Library Books

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	brought out on higher education in each area. What is its purpose?	
How have the transportation and communication systems of Western Europe and the "Soviet" contributed to the social development of each region?	Review with the class facts from Section I on the transportation and communication systems of Western Europe and the "Soviet". How have the excellent transportation systems of Western Europe helped its social development? . Trade and Commerce . Foreign Contacts . Exchange of Ideas . Industrial Increase . Higher Living Standard . More Extensive Education, etc. Have the same things occurred in the "Soviet"? Why or why not? What future developments do you see? What is the connection between a good transportation system and each of the above listed conditions?	
To what extent have the arts and literature of Western Europe and the "Soviet" been developed since 1800?	With the class discuss the categories of creative works which would be included in the phrase "arts and literature." . Music - opera, symphony . Ballet . Literature - poetry, drama, novel. . Painting . Architecture . Sculpture The class might be divided into groups according to the categorie listed above to investigate the situation in both Western Europe and the "Soviet: and to draw comparisons. The discussion and invesitgation should be confined to 19th and 20th Century developments. Perhaps pictures of some of the more important paintings, architecture and sculpture might be collected and displayed.	Scholastic Press: Soviet Union pp. 104-114 Ginn: Soviet Union pp. 92-104 Fidcler: Soviet Union pp.169-184 Scholastic Press: Western Europe pp.23-24;51-52; 70-75 Fideler: Europe With Focus on Germany pp.111-112;293-298 Allyn & Bacon: Soviet Union pp.70-71

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Students might wish to read biographical materials and report to the class on the life and works of certain artists. Refer to the appendix for some suggestions. A discussion should be held on the position of the Artist in a "planned society." Discuss both the advantages and disadvantages that this type of society would have for an artist. The class might enjoy listening to selections from some of the musical pieces composed by 19th and 20th Century Western European and Soviet musicians. A group might prepare a report on the influence the West has had on the development of "Soviet" art and literature. Class discussion on the question - Why have art and literature been so highly developed in Western Europe and the Soviet Culture Region? What conditions in each area have contributed to the development of these fields?	Allyn & Bacon: Eastern Lands pp.74-77;78-80; 102-103;136-139; 312-313;316-317 Scott Foresman: Beyond the Americas p.141 Library Books Encyclopedia
How do people in Western Europe and the "Soviet" spend their leisure time? What recreational activities do they enjoy?	The class might be divided into 2 groups to read in the various books for answers to this question. Several students might prepare a special report on Gorki Park. They might also report on Hyde Park and Kensington Park. Chess is a game which is greatly enjoyed in Russia. Perhaps several students might explain to the class how the game works. What type of an activity is chess? Try to find out the names of other countries which play a great deal of Chess. Soccer is a sport which is enjoyed both in Western Europe and the Soviet Culture Regions. Where did the game originate? How is it played?	Fideler: Soviet Union pp.152-159 Fideler: Europe With Focus on Germany pp.112-113;284-292.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion - What is the Soviet attitude toward sports? Use of leisure time? The Western European attitude toward these?	

E. EVALUATION

1. Are the students able to define the term "standard of living" and can they identify and discuss the standards of living in Western Europe and the "Soviet"?

2. Are the students able to explain why the health and welfare of the citizens of Western Europe is so high and why these conditions are imporving so much in the "Soviet"?

3. Are the students aware of the broad religious patterns found in Western Europe and the "Soviet'?

4. Can the students evaluate the influence of religion in the lives of the people of both areas?

5. Can the students explain the Soviet view on religion and the reasons for their current feelings?

6. Do the students understand the term Reformation; do they know why it occurred, and can they identify the important personalities connected with the movement?

7. Are the students familiar with the ecumenical movement of the 1960's and do they understand the purposes of it?

8. Do the students recognize the importance of education on the social development of each area?

9. Do the students understand the meaning of the term literacy and that there is an interrelationship between literacy, income, health and living standards?

10. Can the students compare and contrast the educational systems of Western Europe and the "Soviet" and do they have some understanding of the basic philosophy of each?

11. Are they acquainted with the relationship that exists between transportation, communication and trade, and the social development in Western Europe and the "Soviet"?

12. Are the students familiar with the extent to which the arts and literature have been developed within Western Europe and the "Soviet" and have been shared with the rest of the world?

APPENDIX A

UNITED STATES

PEOPLE PER TELEPHONE	PEOPLE PER RADIO	PEOPLE PER AUTO
3	1	3

PEOPLE PER DOCTOR	PEOPLE PER HOSP. BED	LIFE SPAN
795	101	70

IN 100 WHO CAN READ AND WRITE	AVERAGE ANNUAL INCOME
97	$2,166

Source: In the Americas pp. 407; 418-4-?. Scott, Foresman

APPENDIX B
RELIGIOUS GROUPS - SOVIET CULTURE REGION

ALBANIA	Muslims, Orthodox, Catholics
BULGARIA	Orthodox, Muslims, Catholics, Protestants
CZECHOSLOVAKIA	Catholic, Protestant, Orthodox, Jewish
HUNGARY	Evangelical, Catholic, Protestant (Calvinists and Lutherans)
POLAND	Catholic
RUMANIA	Orthodox, Catholics, Jews, Protestants (Calvinists, Unitarians, Lutherans)
YUGOSLAVIA	Orthodox, Catholics, Muslim
U.S.S.R.	Orthodox, Baptists, Lutherans, Muslims, Jews

APPENDIX C
SUGGESTED ARTISTS TO STUDY - WESTERN EUROPE

LITERATURE

Honore de Balzac
Charles Dickens
Stendhal
Alexandre Dumas
Gustave Flaubert
Alfred Lord Tennyson
Lewis Carroll
Henrick Ibsen
Robert Browning
Jules Verne
Fredrick Nietzsche
Emile Zola
Guy de Maupassant
Sir Arthur Conan Doyle
Oscar Wilde
Rudyard Kipling
George Bernard Shaw
Edmond Rostand
Joseph Conrad
D.H. Lawrence
W. Somerset Maugham
Franz Kafka
James Joyce
Dylan Thomas
Jean Paul Satre
Albert Camus
Graham Greene

MUSIC

Frederich Chopin
Richard Wagner
Giuseppe Verdi
Charles Gounod
Johannes Brahms
Georges Bizet
Camille Saint-Saens
Gilbert and Sullivan
Giacomo Puccini
Claude Debussy
Anton Dvorak
Jean Sibelius
Bela Bartok
Gian-Carlo Menotti
Edward Elgar

ART

Edourd Manet
Edgar Degas
Pierre Renoir
Claude Monet
Auguste Rodin
George Seurat
Paul Cezanne
Vincent van Gogh
Henri de Toulouse-Lautrec
Pablo Picasso
Piet Mondrian
Henri Matisse
Paul Klee

SUGGESTED ARTISTS TO STUDY - SOVIET

LITERATURE

Ivan Turgenev
Leo Tolstoy
Fedor Dostoyevsky
Nicolai Gogal
Maxim Gorky
Anton Chekov
Boris Pasternak
Alexander Pushkin
Stanislavsky (Method of Acting)

MUSIC

Nikolas Rimsky-Korsakov
Alexander Borodin
Sergi Prokofiev
Igor Stravinsky
Peter Tchaikovsky

APPENDIX D

SUGGESTED AUDIO-VISUAL MATERIALS

FILMS

R-207 Russian Life Today
L-30 Life in a Fishing Village
S-216 Spain-Valencia Family
L-41 Life in Mediterranean Lands

FILMSTRIPS

SS-L-9-B Soviet Union - Schools
SS-S-31-B Soviet Union - Education
SS-S-37 Schools of Many Lands
SS-S-31-C Soviet Union - Cultural Life
SS-H-13-A Home Life in Holland
SS-H-13-B Home Life in Switzerland
SS-9-A Soviet Union - Housing and Home Life
II-(67)E-G-5-E Pied Piper - Browning
II-(67)E-G-5-f Landy of Shalott-Tennyson
II-(67)E-J-3-A How the Elephant Got His Trunk
II-(67)E-J-3-B How the Leopard Got His Spots
II-(67)E-J-3-C How Animals Come to Live With Man
II-(67)E-J-3-D How Camel Got His Hump
MU-F-1-D Peter Ilyich Tchaikovsky
SS-F-30-A Family of Spain
SS-F-30-B Family of West Germany
II-SS-N-20-O Transportation and Communication
A-A-2-f Cezannl